

Are You Ready for the Challenge?
Meeting the Healthier US School Challenge Criteria

Lesson 1: Relationship between the 2005 Dietary Guidelines for Americans, MyPyramid, and the HealthierUS School Challenge

Lesson Introduction and Learner Objective

At the end of this lesson, participants will be able to:

1. Discuss the purpose and recommendations of the 2005 Dietary Guidelines for Americans and MyPyramid and relate to the HUSSC criteria.
2. Identify all criteria of the HUSSC.

Lesson-at-a-Glance

Time	Topic	Task	Materials
Set-up	Lesson Preparation.	Set up classroom.	See preparation checklist.
20 minutes	Opener, Introduction and Overview.	Table Tent Activity (optional) Introductions Conduct Pre-Assessment. Introduce workshop and lesson. Describe how materials are organized in workbook Review Handout 1.1 .	Table Tents Markers Pre-Assessment Questions Notebooks or workbooks with handouts Handout 1.1: <i>Vision for the HealthierUS School Challenge</i>

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Objective 1: Discuss the purpose and recommendations of the 2005 Dietary Guidelines for Americans and MyPyramid and relate to the HUSSC criteria.			
20 minutes	Discuss the purpose and recommendations of the 2005 Dietary Guidelines and MyPyramid and relate to the HUSSC Criteria.	<p>Discuss the Dietary Guidelines and MyPyramid while reviewing slide presentation and MyPyramid Video Clip</p> <p>As participants view media, have them do Activity 1 using Handout 1.2 to highlight similarities to the Dietary Guidelines and MyPyramid.</p>	<p>Handout 1.2: <i>Criteria of the HealthierUS School Challenge</i></p> <p>Group highlights and discusses similarities</p> <p>Highlighters Flip Chart Markers</p>
Objective 2: Identify the criteria of the HUSSC.			
15 minutes	Review the criteria of the HUSSC.	Conduct Activity 2 using Handout 1.2	<p>Handout 1.2: <i>Criteria of the HealthierUS School Challenge</i></p> <p>Koosh ball or blown-up balloon Stickers</p>
5 minutes	Lesson Summary		
Total of 60 minutes		If all objectives, activities, and handouts used.	Small prizes will be awarded at the end of training.

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Lesson Plan

Activity: Opener (before lesson begins)

Materials Needed

- Table tents (one for each participant)
- Markers (one for each participant)

Activity Instructions:

Note to Instructor: Options:

- 1) After participants enter the training room, ask them to take a table tent, write their first name on the side of the table tent facing out, and write three things on the side of the table tent facing in— years of experience in the CN Programs, the places you have lived, things you like to do. Encourage participants to use different colors for identifying the 3 things. The instructor should also have a table tent or name tag with similar information.

Do: As the session begins, explain the 3 items on your own table tent.

Ask participants to introduce themselves to each other and tell what's on their table tent (**at their table if the group is large**). Allow time for a little networking.

OR

- 2) Go around room and allow participants to introduce themselves, tell where they're from, why they are here, etc.

Pre-assessment:



Distribute and administer pre-assessment. Collect when all have finished.

Overview of Workshop

Do: Pass out HUSSC workbooks to participants. Display Slide 1 that includes your name and the date.

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 <p>Step up to the HealthierUS School Challenge</p> <p>Insert Presenter Name Date</p> 	<p>Slide 1</p> <p>Display Slide 1.</p>
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Say:

The HUSSC was developed by USDA in 2004, prior to the publication of the 2005 Dietary Guidelines. The HUSSC was revised in 2008 to be consistent with the recommendations of the 2005 Dietary Guidelines for Americans. Effective January 1, 2009 all applications submitted must use the new application.

The purpose of this workshop is to provide you with in-depth knowledge of the current HUSSC, including strategies and tips for meeting the Challenge criteria.

You each have a Workbook that contains all of the handouts that we will be using today (divided by lesson number). You also have extra note pages at the end of each lesson for you to make notes of things you want to remember and/or set as a goal, following this training.

Before we get into the basic criteria of the HealthierUS School Challenge, I would like for you to review Handout 1.1: Vision for the HealthierUS School Challenge.

Do: Give participants a moment to independently review the handout. Review the Guiding Principles of the HUSSC.

Say:

There are now 4 levels of the HUSSC award—Bronze, Silver, Gold, and Gold Award of Distinction. During this workshop we'll move through each of the Challenge criterion, with activities for you to apply the Challenge principles. Even if you choose not to apply for the award at this time, the information you will learn will give you additional tools for your healthy school environment.

How many of you have applied for one of the HUSSC awards?

How many have already taken steps to meeting some of the Challenge criteria? How many have put whole grains on your menus? Dry beans and peas? More fruits and vegetables?

By the end of this day, you should know what is needed to make sure your school(s) will receive one of these USDA nationally recognized awards.

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Note to Instructor: A set of stickers (stars, dots, etc.) can be placed at each table prior to participants entering. Tell participants they are to use the stickers to recognize anyone at their table, that during the workshop helps them to reach that “A HA” moment, i.e., understand a concept.

Identify Relating the Purpose and use of the *Dietary Guidelines for Americans*, MyPyramid and the Challenge Criteria (20 minutes with Activity 1)

Materials Needed

- Handout 1.2: *Criteria of the HealthierUS School Challenge*
- Flip Chart Paper (self-sticking) and Markers (An overhead projector with blank transparencies and a marker may be substituted)
- Slide Presentation (continuous for all 6 lessons)

Introduce lesson

Say:




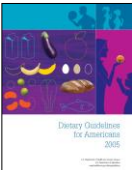




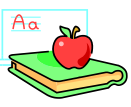

- You probably already know that school meals are required to be consistent with the *Dietary Guidelines*. Do you know why?
- During this segment, we will discuss:
 - 1) how the *HealthierUS School Challenge* can become your tool for planning school menus that meet the dietary recommendations of the *Dietary Guidelines*;
 - 2) how the Challenge menu criteria can help you meet the nutrition goals and standards of the School Meals Initiative (SMI); and
 - 3) how the Challenge can help your students learn to make healthy food choices.

Activity 1: Highlight Dietary Guidelines, MyPyramid, and HUSSC Similarities (Activity completed individually)

Say these points as you show Power Point slides:


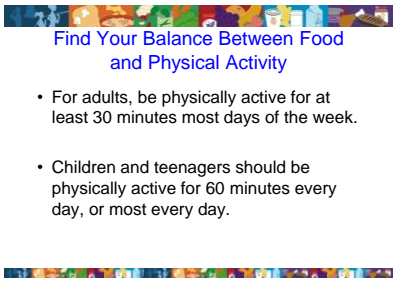

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 <p style="text-align: center;">Lesson 1 The Dietary Guidelines, MyPyramid, and the HealthierUS School Challenge</p> 	<p>Slide 2</p> <p>Find Handout 1.2: <i>Criteria of the HealthierUS School Challenge</i> in your handouts. As you listen and view the following slides and video, highlight on your handout the Challenge criteria that support the <i>Dietary Guidelines</i> and MyPyramid.</p>
 <p style="text-align: center;"><i>The Dietary Guidelines of Americans, 2005</i></p>  <ul style="list-style-type: none"> • The Dietary Guidelines is the nation's primary source of health information. • The NSLA requires that school meals be consistent with the Dietary Guidelines. 	<p>Slide 3</p> <p>The DGA is the nation's primary source of dietary health information. The guidelines are based on the latest scientific evidence.</p> <p>The National School Lunch Act requires that school meals be consistent with the most recent version of the Dietary Guidelines</p>
 <p style="text-align: center;">Nutrient Intake—Recommendations</p> <ul style="list-style-type: none"> • Nutrients consumed should come primarily from foods. • Consume a variety of nutrient-dense foods and beverages within and among the basic food groups 	<p>Slide 4</p> <p>The Dietary Guidelines emphasize that nutrients should come primarily from foods, not fortification or supplements.</p>
 <p style="text-align: center;">Nutrients of Concern for Children</p> <ul style="list-style-type: none"> • Calcium • Potassium • Fiber • Magnesium • Vitamin E  	<p>Slide 5</p> <p>There are certain nutrients that have been identified as being of particular concern for children—calcium, potassium, fiber, magnesium, and Vitamin E.</p> <p>Potassium, magnesium and Vitamin E have no nutrient standards established for the NSLP because these nutrients are currently not listed on the Nutrition Facts Label.</p> <p>By the end of today, you will see how offering a variety of foods can provide these nutrients.</p>





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 <p>Dietary Recommendations—Summary</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><u>More</u></p> <ul style="list-style-type: none"> dark green vegetables orange vegetables legumes fruits whole grains low-fat milk and products </td> <td style="vertical-align: top;"> <p><u>Less</u></p> <ul style="list-style-type: none"> cholesterol saturated fats trans fats added sugars refined grains sodium total fats </td> </tr> </table>	<p><u>More</u></p> <ul style="list-style-type: none"> dark green vegetables orange vegetables legumes fruits whole grains low-fat milk and products 	<p><u>Less</u></p> <ul style="list-style-type: none"> cholesterol saturated fats trans fats added sugars refined grains sodium total fats 	<p>Slide 6</p> <p>The Dietary Guidelines encourage us to get adequate nutrients within our calorie means (calories in=calories out); there are certain foods that we are encouraged to consume, and certain foods that we are cautioned to limit.</p> <p>Ask: How are these Dietary Guidelines recommendations reflected in the HUSSC criteria? Answer:</p> <ul style="list-style-type: none"> ○ Encourage fruit, dark green and orange vegetables, dry beans and peas, low-fat or non-fat milks in your lunch menus ○ Limit fats, salt, and added sugars of lunch menu items and competitive foods ○ The Vision for the HUSSC (Handout 1.1) spells out the philosophy behind the Challenge and its relationship to the Dietary Guidelines.
<p><u>More</u></p> <ul style="list-style-type: none"> dark green vegetables orange vegetables legumes fruits whole grains low-fat milk and products 	<p><u>Less</u></p> <ul style="list-style-type: none"> cholesterol saturated fats trans fats added sugars refined grains sodium total fats 		
 <p>Find Your Balance Between Food and Physical Activity</p> <ul style="list-style-type: none"> • For adults, be physically active for at least 30 minutes most days of the week. • Children and teenagers should be physically active for 60 minutes every day, or most every day. 	<p>Slide 7</p> <p>The Dietary Guidelines emphasizes that what we eat should be balanced with what we do; therefore physical activity is strongly encouraged—30 minutes for adults, and 60 minutes a day for children and adolescents.</p> <p>Ask: How is this Dietary Guideline recommendation translated into the HUSSC criteria? Answer: Both PE and opportunities for physical activity are required, at all HUSSC award levels.</p>		
 <p>MyPyramid Food Guidance System</p> <ul style="list-style-type: none"> • Integrates dietary recommendations into a healthy way to eat • Provides examples of how nutrient-focused recommendations can be expressed in terms of food choices. 	<p>Slide 8</p> <p>MyPyramid takes the recommendations of the Dietary Guidelines and integrates them into consumer-friendly messages for the public.</p>		

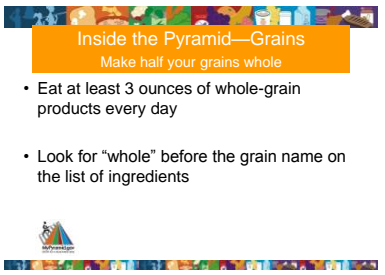
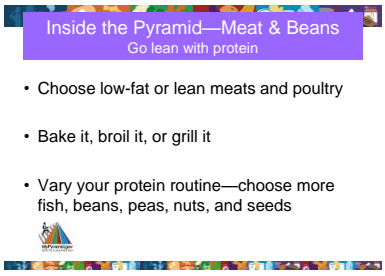
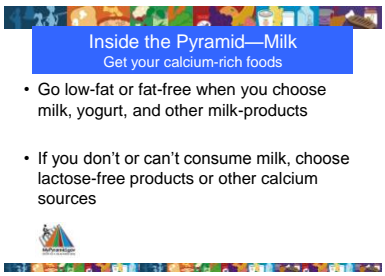
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	<p>Slide 9</p> <p>Let us look at how the MyPyramid graphic conveys the Dietary Guidelines messages to the public.</p> <p>Do: Show MyPyramid video clip (2 minutes) then switch back to slides.</p>
<p>Inside the Pyramid</p> 	<p>Slide 10</p> <p>Let us look deeper into MyPyramid for its messages.</p>
<p>Inside the Pyramid—Fruits Focus on fruits</p> <ul style="list-style-type: none"> • Eat a variety of fruit • Choose fresh, frozen, canned, or dried fruit • Go easy on fruit juice 	<p>Slide 11</p> <p>Current scientific-evidence now indicates that it is important to get a variety of servings of fruits and vegetables each day, as they contain different nutrients.</p> <p>Look at the HUSSC criteria chart and see where fruits are mentioned. How many different fruits are required? Answer: 5 different fruits per week.</p> <p>Is there a limit on juice? Answer: There is a limit on how many times juice can be counted as a fruit—1 per week.</p> <p>What is the difference between criteria in the Silver and Gold Awards? Answer: Both Bronze and Silver levels require 1 fresh fruit per week; both Golds require 2 fresh fruits per week.</p>
<p>Inside the Pyramid—Vegetables Vary your veggies</p> <ul style="list-style-type: none"> • Eat more dark-green vegetables • Eat more orange vegetables • Eat more dry beans and peas 	<p>Slide 12</p> <p>Now let's look inside the Vegetable group. Notice that the first thing we see is the importance of varying the vegetables. Each subgroup of vegetables provides different important nutrients. Ask: What are the HUSSC requirements for vegetables? Answer: 5 different vegetables per week; 3 servings must be dark green and orange; 1 serving must be cooked dry beans and peas per week.</p>

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 <p>Inside the Pyramid—Grains Make half your grains whole</p> <ul style="list-style-type: none"> • Eat at least 3 ounces of whole-grain products every day • Look for “whole” before the grain name on the list of ingredients 	<p>Slide 13</p> <p>Next is the Grain group.</p> <p>Ask: What are the HUSSC requirements? Is it different between the different levels? Answer: The HUSSC criteria includes requirements for offering whole-grains—daily if you’re going for the Gold and 3 times a week if you’re going for Silver or Bronze. Two of these products must be different. The DG states to look for “whole” before the grain to ensure it is a whole grain.</p>
 <p>Inside the Pyramid—Meat & Beans Go lean with protein</p> <ul style="list-style-type: none"> • Choose low-fat or lean meats and poultry • Bake it, broil it, or grill it • Vary your protein routine—choose more fish, beans, peas, nuts, and seeds 	<p>Slide 14</p> <p>This group is the Meat & Beans group.</p> <p>Ask: What’s the emphasis here? Answer: Low-fat or lean, baked, broiled, or grilled preparation methods. Vary the kind of protein—fish, beans, peas, nuts, & seeds. Nuts and seeds are higher in fats, but they’re the good kinds of fats. Again, as we have seen within the other food groups—variety is emphasized because each type of protein-rich food provides different nutrients.</p> <p>Is there any requirement from the Meat & Bean Group in the HUSSC? Answer: No, there is no requirement for meat in HUSSC and beans have to meet HUSSC criteria as one of the vegetable subgroups.</p>
 <p>Inside the Pyramid—Milk Get your calcium-rich foods</p> <ul style="list-style-type: none"> • Go low-fat or fat-free when you choose milk, yogurt, and other milk-products • If you don't or can't consume milk, choose lactose-free products or other calcium sources 	<p>Slide 15</p> <p>The next group is the Milk group. The emphasis here is low-fat or fat-free. This means either skim milk which is fat-free, or 1% milk which is low-fat milk. Remember that 2% milk is not considered low-fat, it is reduced fat milk.</p> <p>Ask: What is the HUSSC requirement? Answer: Only low-fat or fat-free milk can be offered. 2% milk is reduced-fat; not low-fat. It has only slightly less fat than whole milk (3.25%)</p>

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Slide 16

These are the key food group messages from the *Dietary Guidelines* and MyPyramid.

Do: Review each line that is checked and utilize the paragraph below as background information or as questions if time permits.

✓ *Focus on fruits.*

Eat a variety of fruits—whether fresh, frozen, canned, or dried—rather than fruit juice for most of your fruit choices.

Ask: What's wrong with fruit juice? **Answer:** There's little fiber; more concentrated natural sugar, thus calories).

Ask: What is the HUSSC requirement for fruit? **Answer:** HUSSC requires a different fruit each day and a fresh fruit 2 times a week for Gold, 1 time a week for Silver and Bronze. Fruit juice can be counted as a fruit only once a week for HUSSC criteria.

✓ *Vary your veggies*

Eat more *dark green* veggies, such as broccoli, kale, and other dark leafy greens, *orange* veggies, such as carrots, sweet potatoes, pumpkin, and winter squash; and *beans and peas*, such as pinto beans, kidney beans, black beans, garbanzo beans (chick peas), split peas and lentils.

Ask: Why is it important to vary vegetables? **Answer:** Because different vegetables provide different nutrients.

Ask: What is the HUSSC criterion for varying vegetables? **Answer:** HUSSC requires a different vegetable to be served every day.

✓ *Make half your grains whole*

Eat at least 3 ounces of whole-grain cereals, breads, crackers, rice, or pasta every day. One ounce is about 1 slice of bread, 1 cup of breakfast cereal, or ½ cup of cooked rice or pasta.

(Note to Instructor: Some of the portion sizes in MyPyramid are not consistent with the NSLP and SBP such as the 1 cup of breakfast cereal instead of ¾ cup required in the SBP. Should question arise, explain that as a consumer they should follow MyPyramid portions but as a school nutrition operator, they should follow portions in *Food Buying Guide for Child Nutrition Programs* (for food-based approaches). The discrepancy is

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because portions in NSLP and SBP were set years before portions were established in MyPyramid.)

✓ *Go lean with protein.*

Choose lean meats and poultry. Bake it, broil it, or grill it. And vary your protein choices—with more fish, beans, peas, nuts, and seeds.

Ask: Why vary the protein choices? **Answer:** Because fish, beef, pork, chicken and other protein sources contain different nutrients, just as the different vegetables and fruits contain different nutrients. If you vary the types of protein, you ensure that you will receive a variety of the nutrients.

“Lean” means remove the skin on poultry, trim the fat on beef, skim hardened fats from soups, gravies, etc.

✓ *Get your calcium-rich foods.*

Get 3 cups of *low-fat or fat-free* milk—or equivalent amount of low-fat yogurt and/or low-fat cheese (1 ½ ounces of cheese equals 1 cup of milk).

Ask: How do the HUSSC criteria support this? **Answer:** Only low-fat or fat-free milk meet the HUSSC criteria.

✓ *Know the limits on fats, salt, and sugars.*

Read the Nutrition Facts label on foods. Look for foods low in saturated fats and *trans* fats. Choose and prepare foods and beverages with little salt (sodium) and/or added sugars.

Ask: Where does the HUSSC limit fat, salt, and sugar? **Answer:** In the competitive foods criteria. Look at the Competitive Foods Criteria on pages 2 and 3 of Handout 1.2.

Say: Is there anything on Handout 1.2: *Criteria of the HealthierUS School Challenge* that you have not highlighted? Let’s see if we can understand why these additional criteria are required.

1. School enrolled as a Team Nutrition School.

This is a requirement so that schools will make a signed commitment to improving the school nutrition environment. Schools enrolled in TN receive free nutrition education materials to assist children in learning to make healthy choices.

2. Reimbursable lunches meet the USDA nutrition standards.

USDA does not want to nationally recognize any school that is not offering meals that meet the SMI nutrition standards.

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3. Average Daily Participation for lunch meets or exceeds a minimum.

USDA studies indicate that children who participate in the NSLP consume more of the food groups encouraged by the Dietary Guidelines. USDA wants to recognize those schools that are actively promoting reimbursable meals to students. Note that this ADP is based on enrollment, not attendance.

4. Nutrition education must be provided.

USDA studies have shown that students do not always select healthier menu items. Studies have also shown that a comprehensive approach, where students are taught about healthier eating in the classroom, reinforced by healthier food and beverage choices in the school cafeteria and throughout the campus, and consistent nutrition messages are sent home, provides a positive change in eating behavior.

5. Physical education/activity is promoted.

You have just seen how both the Dietary Guidelines and MyPyramid recommend physical activity. In the 2008 revision of the HUSSC, a requirement for PE was added to the physical activity requirement. The Centers for Disease Control, Division of Adolescent and School Health, recommends structured PE to build skills and opportunities for physical activity.

6. School Policies.

These criteria are aimed at providing consistent nutrition education and physical activity messages to children: 1) Policy to prohibit the use of food as a reward, 2) Policy to neither deny or require physical activity as a means of punishment, and 3) Policy on permitting non-food items being sold through school fundraising activities OR if foods are sold, they meet the competitive foods criteria.

7. A copy of the Wellness Policy is required.

The law now requires each school district participating in the NSLP to have a local wellness policy, with goals for developing guidelines for all foods on campus, for providing nutrition education and opportunities for physical activity. A school recognized as a HUSSC school should have such a policy and be implementing the policy.

Identifying the Criteria of the *HealthierUS* School Challenge

Activity 2 (15 minutes with Activity)

Materials Needed

Handout 1.2: *Criteria of the HealthierUS School Challenge*

Say: Locate Handout 1.2 again, the *Criteria of the HealthierUS School Challenge*. Now we are going to switch to an activity while we review the criteria. Stand and form a circle with everyone in the circle. I am going to throw the ball to the first person who is going to tell us one of the Challenge criterions. After you tell us a criterion, throw the ball to the next person

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who will also name a criterion, toss the ball to the next person, etc. If you get tossed the ball and cannot name a criterion, say “pass” and toss the ball to the next person.

Note to Instructor: Start the music during this activity and set timer for 7 minutes. Whenever a person names a Challenge criterion, reward them with a sticker dot on their nametag. At the end of the day, small prizes will be given to person(s) who have the most reward stickers.

Lesson Summary (5 minutes)

Do: Ask the participants to think of one idea they learned in this lesson and if they could use the idea in their school nutrition operation. Have them write at least one idea they’ve gained on their Note Pages at the end of the lesson. If time allows, ask them to share their idea(s).